

Spring 2021

## CE 622 Syllabus: Family Systems Counseling

Rieko Miyakuni  
*Winona State University*

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|  |  |   |
|--|--|---|
| <b>Winona State University</b><br>Counselor Education Department<br>Course ID: 002345 CE 622 01 Family Systems Counseling<br>Semester Hours: 3 |  |  |
| <b>Course Location</b>   | This is a complete online class. <b>No in-person meeting</b>   |   |
| <b>Instructor</b>  | Rieko Miyakuni, Ed.D. LPC(IL), NCC   |   |
| <b>Instructor Phone &amp; E-Mail</b>   | 507-457-5352<br>rieiko.miyakuni@winona.edu   |   |
| <b>Program Website</b>   | <a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>  |   |
| <b>Instructor Office Location</b>  | Helble Hall 348<br>GPS address: 101 E. 7 <sup>th</sup> St. Winona  |   |
| <b>Instructor Office Hours:</b>  | Tuesdays 1-5pm and Thursdays 1-5pm via Zoom<br>Office hours Zoom link: <a href="https://minnstate.zoom.us/j/502348915">https://minnstate.zoom.us/j/502348915</a><br>Meeting ID: 502 348 915<br>One tap mobile: +13126266799,,502348915# US (Chicago)<br>In-person office hours: By appointment |   |

## I. COURSE DESCRIPTION

- This course introduces students to the theory, assessment techniques, and intervention strategies used in the practice of family systems counseling. The focus of the course will be on building a theoretical base for understanding and applying family systems counseling strategies and techniques. Didactic and experiential learning will provide students with the opportunity to apply and integrate knowledge and skills.

## II. COURSE PREREQUISITES

Prerequisites: [CE 601 - Foundations of Counseling](#) or permission of instructor. Grade only.

## III. COURSE OBJECTIVES

1. Build a knowledge base for understanding the theory & practice of systems counseling.
2. Develop an understanding of the role of the family in the development of the individual.
3. Become familiar with the role of the therapist in family systems counseling.
4. Increase knowledge of one's own family of origin.
5. Become aware of the developmental process involve in the "normal" family life cycle.
6. Become knowledgeable in ethical practice in practicing family systems counseling.
7. Become familiar with strategies and techniques for working with families from a variety of ethnic and/or cultural backgrounds.
8. Learn techniques for working with family strengths.

## IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Nichols, M. P., & Davis, S. D. (2021). Family therapy: Concepts and methods (12th ed.). Upper Saddle River, NJ: Pearson.

McGoldrick, M., Gerson, R. & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd Ed.). New York: W.W. Norton.

## ADDITIONAL REQUIRED READINGS

### Recommended Texts:

Publication Manual of the American Psychological Association (APA Manual) (7th Ed)  
 McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). *Ethnicity & family therapy*. (3rd Ed.). New York: Guildford.  
 McGoldrick, M., Carter, B., Garcia-Preto, N. (Eds.). *The expanded family life cycle*. (4th Ed.). Boston: Allyn & Bacon.

## V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 622 are included.

| CACREP 2016   |     | Location of Evaluation |                                |                    |                    |  |
|---|-----|------------------------|--------------------------------|--------------------|--------------------|--|
| 2016 CACREP STANDARDS<br>CORE   | LOs | Review<br>Tests        | Theory<br>Application<br>Paper | FOO<br>Assignments | Readings<br>Videos |  |
| <b>3. HUMAN GROWTH AND DEVELOPMENT</b>  |     |                        |                                |                    |                    |  |
| 3a. Theories of individual and family development across the lifespan.  |     | x                      | x                              | x                  | x                  |  |
| 3f. Systemic and environmental factors that affect human development, functioning, and behavior.  |     | x                      | x                              | x                  | x                  |  |
| 3i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.       |     | x                      | x                              | x                  | x                  |  |
| <b>5. COUNSELING AND HELPING RELATIONSHIPS</b>  |     |                        |                                |                    |                    |  |
| 5b. A systems approach to conceptualizing clients.  |     |                        |                                | x                  |                    |  |
| CACREP 2016   |     | Location of Evaluation |                                |                    |                    |  |
| 2016 CACREP STANDARDS<br>CLINICAL MENTAL HEALTH COUNSELING  | LOs | Review<br>Tests        | Theory<br>Application<br>Paper | FOO<br>Assignments | Readings<br>Videos |  |
| <b>1. FOUNDATIONS</b>   |     |                        |                                |                    |                    |  |
| 1a. History and development of clinical mental health counseling  |     |                        | x                              |                    | x                  |  |
| 1b. Theories and models related to clinical mental health counseling  |     | x                      | x                              |                    | x                  |  |
| <b>2. CONTEXTUAL DIMENSIONS</b>   |     |                        |                                |                    |                    |  |
| 2b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.                                      |     | x                      | x                              | x                  | x                  |  |
| 2e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders |     | x                      |                                |                    | x                  |  |
| 2f. impact of crisis and trauma on individuals with mental health diagnoses   |     |                        |                                | x                  | x                  |  |
| CACREP 2016   |     | Location of evaluation |                                |                    |                    |  |

| 2016 CACREP STANDARDS<br>SCHOOL COUNSELING               | Los | Review<br>Tests | Theory<br>Application<br>Paper | FOO<br>Assignments | Readings<br>Videos |
|--|-----|-----------------|--------------------------------|--------------------|--------------------|
| <b>1. FOUNDATIONS</b>                                    |     |                 |                                |                    |                    |
| d. models of school-based collaboration and consultation |     | x               | x                              |                    | x                  |
|  |     |                 |                                |                    |                    |

## VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- Case studies
- Use of technology and media including video-recordings, films, and PowerPoints
- Internet-based learning
- Reflective self-evaluation

## VII. COURSE EVALUATION METHODS

| Course<br>Obj. | Assignment                           | CACREP<br>Standards Assessed<br>Code: Core/CMHC/School | Due Date   | Points     |
|----------------|--------------------------------------|--|--|------------|
| 1-8            | Readings and watching videos         | 3a, 3f, 3i,<br>1a, 1b, 2b, 2e, 2f<br>1d                | Weekly   | --         |
| 1-8            | Weekly review tests                  | 3a, 3f, 3i,<br>1b, 2b, 2e,<br>1d                       | Every week<br>Earned points/Total possible<br>Test Score Points (%) x 100 =<br>your final points | 100        |
| 3, 5-8         | Theory description & application     | 3a, 3f, 3i,<br>1a, 1b, 2b<br>1d                        | 4/10   | 100        |
| 2, 4, 5        | Basic genogram 3 generation genogram | 3a, 3f, 3i, 5b<br>2b, 2f<br>1d                         | 2/7  | 10         |
| 2, 4, 5        | Detailed genogram                    |  | 3/14   | 50         |
| 2, 4, 5        | Timeline with two columns            |  | 2/28   | 10         |
| 2, 4, 5        | FOO paper                            |  | 4/25   | 200        |
|                |                                      |  |  | <b>470</b> |

### 1. READINGS and WATCHING VIDEOS (Alexander Street or YouTube):

Students must do all the assigned readings each week. Some readings/materials can be found in the course D2L.

In addition to reading assignments, students must watch videos assigned for each week. While many videos are from the library database or some videos may be from YouTube. In order for you to watch videos from Alexander Street, students will need StarID and PW to log into the Kreuger library.

Steps to access to Academic Video Online (Alexander Street)

- 1) Go to the library home page, click "Databases", and click "A", which will open all the databases whose title starts with A in a new tab. Academic Video Online is on the third on the list.
- 2) When you click Academic Video Online, it will open in a new tab. You will see there are 68,401 videos that the Winona State University has access to through its subscription to the database.
- 3) Type the title of the video in the search box.

**NOTE: Any issues related to viewing the videos, you must directly contact the library as they need to fix the proximity, subscription, or other technical issues.**

**Front Desk**  
**507.457.5149**  
**library@winona.edu**

**Digital Learning Commons**  
**507.457.5240**  
**DLC@winona.edu**

## **2. WEEKLY REVIEW TESTS: (Earned points/Total possible Test Score Points (%) x 100 = your final points)**

Students will complete a weekly test, covering material in Nichols and Davis, as well as other required readings and videos.

These tests are multiple-choice and short-answer questions, and are timed.

These tests will be made available *the week before they are due; students must complete all tests by the deadlines* and within the allotted time.

## **3. THEORY DESCRIPTION & APPLICATION: (100 points)**

An important goal of this course is to familiarize counselors-in-training with current family counseling theories and apply these theories to family issues they will likely face as a professional counselor.

Therefore, students will choose a theory of family counseling, describe it in detail, and apply the theory to a family case study in an essay exam format. This assignment has two parts.

**(1) Theory Description (30 points).** In this first section, students will organize a description of their chosen family theory into the following categories:

- 1) Theory's view of human nature.
- 2) Theory's model of mental health (what creates mental health?)
- 3) Theory's view of factors that create disturbance in mental health (what keeps someone from mental health?)
- 4) Theory's goals of counseling
- 5) Theory's view of the counseling process (how one starts, ends, and the stages
- 6) of counseling according to the theory).
- 7) Role of the counselor in the chosen theory (collaborative/directive/non-directive/expert/non-expert/etc.).

Students are encouraged to refer to the course textbook and/or the textbook from CED 660 Counseling Theories and other textbooks that may be available from the Krueger Library. **Make sure to cite them.**

**(2) Theory Application (50 points).** In this second section, students will apply concepts of their chosen theory to a family case study. Choose a fictional family from television, literature, or movies from which to base your analysis. Using the chosen theory as a guiding "map," students will describe their approach to the following:

- 1) Provide a brief description of your family case study.
- 2) Provide assessment of the family
- 3) Describe techniques and interventions to be used with the family (at least *two* techniques and *two* interventions) based on the theory
- 4) Outline at least *two* short-term and *two* long-term counseling goals for the family
- 5) The chosen assessment, techniques/interventions, short and long term goals must be congruent with the described theory and address the specific needs of the family described. Please include at

minimum one peer-reviewed journal article (from 2000 or later) that informs your application of the theory in section two **(10 points)**.

- 6) Applicable references, APA 7<sup>th</sup> edition formatting, spelling, grammar, punctuations, etc. **(10 points)**

**Rubric for Points:**

| 100% of points  | 75% of points   | 50% of points   | 25% of points   | 0 point                    |
|---|---|---|---|----------------------------|
| Answered the section in its entirety with meaningful content. | Answering approximately 75% of the section with meaningful content or all of the section without meaningful content | Answering approximately 50% of the section with meaningful content or approximately 75% of the section without meaningful content or reflection | Answering approximately 25% of the section with meaningful content or 50% or less of the section without meaningful content | Did not answer the section |

**4. FAMILY OF ORIGIN (FOO) ASSIGNMENT: (260 points)**

**This assignment has three parts: (See FOO Assignment Descriptions for more information)**

**1. Genogram (50 points)**

**(a) A basic genogram 3 generation genogram (10 points)** Students will create a genogram of their own family. The assessment will begin with your immediate family and extend back two generations. The genogram must include a key to define/identify all symbols. All genograms and keys must be legible.

**(b) A detailed genogram (50 points)** Students will create a detailed genogram that illustrates three generations of your family (you, your parents, and your grandparents), and a symbols page.

- Family Information. The genogram will include family information, as you know it, or by “interviewing” family members for information to include, but not limited to: age, occupation, births, deaths, marriages or unions, separations or divorces, major and chronic physical and/or mental illness, substance abuse, and family transitions (moves, job changes/loses).
- Family Relationships. The genogram assessment will include symbols describing family relationships. Relationships will be explored for triangles, coalitions, emotional cutoffs, and enmeshments. Boundaries (open and closed) and subsystems will also be explored and defined with symbols in the genogram.
- Multicultural Impacts. Students will also symbolize the multicultural issues unique to their family and its functioning on the genogram. Multicultural issues can include, but are not limited to, the impacts of race, ethnicity, religion, sexuality, social class, and ability. Looking at your family through a multicultural lens requires a deeper understanding that goes beyond ethnic heritage, and includes attention to the multiplicity of factors informing family values, rules, roles, and so forth. These factors may include the characteristics of being American, from Minnesota or Wisconsin, or immigrating to the state/the country. It is not acceptable to say that your family is all Caucasian and you are not sure how this really impacts your family. Refer to the literature if necessary.

- 2. A timeline with two columns (10 points)** Students will create a timeline with two columns that coordinate major world/national and regional (e.g., state, city) events with major family events (e.g.,

births, illnesses, deaths, separations, divorces, cut-offs, financial problems) [see page XV – XIX in Nichols text as a reference]: In the FOO paper you will include a discussion of how outside geopolitical events impacted family members in each of the three generations.

- 3. A paper (200 points)** Students will **interview key family members (from both sides of family) starting early in the semester**, using questions from the McGoldrick et al., *Genogram* text. You need to take notes and may record interviews if given permission (be sure to clarify that only you will listen to the tapes to refresh your memory, or to identify follow-up questions you may have).

Write a **formal APA style** paper (strict adherence to APA 7<sup>th</sup> edition format) transgenerational paper that introduces key concepts and then analyzes their families of origin from a Bowen family systems theory perspective (*please do not discuss any other theories in this paper*; doing so will lower your grade). This is a formal paper, **12 to 15 pages** in length (not including title, abstract, references, or detailed genogram pages). Use APA style headings and subheadings to organize your paper.

Be sure your title page, margins, spacing, and reference page are all formatted correctly according to APA style. **You will lose points for incorrect formatting, citations, and references. Same for grammar, punctuation, or spelling errors.**

**Students are encouraged to change family names and use the Writing Center early** enough to do changes and resubmit it for more feedback (please have them copy the instructors on the feedback emails you receive). **Use spell/grammar check, read the paper out loud, ask someone else to check it, and plan on doing several revisions along the way.**

**Note:** The focus of the paper is on family relationships as analyzed through the lens of Bowen's transgenerational theory. You are encouraged to refer to the readings from the course as well as other academic and professional sources.

**Be sure to define and discuss key concepts**, such as triangles, fusion and cut-offs, levels of differentiation, generational transmission process, pattern seen within and between generations (e.g., of cut-offs, abuse, divorce, etc.).

**Read chapters that pertain to your race/ethnicity in McGoldrick's *Ethnicity and Family Therapy, Third Edition*** book (available via the library database). Include a discussion of your family's **ethnic/racial background** and how this impacted each generation, the **immigration/migration story** of your ancestors (if known), what were the roles, family myths and secrets that were held.

Be sure to **cite** the ethnicity book, text or other Bowen readings, and the genogram book. You are also encouraged to refer to the videos and other readings from the course to demonstrate your understanding, analysis, and reflection.

**You will use examples from your family to illustrate these important concepts**, discuss how they impacted that and subsequent generations, and how patterns were or will be broken. Include **strengths** in your family, how those you interviewed **reacted**, what you **learned**, and **what this project was like** for you to do.

**Discuss in depth how much your experience was similar to the findings in the Lim (2008) study (week 8 reading).** *Identify what you want to work on in yourself and your family-of-origin relationships, and how you will do so after this course.*

### **Overall Grading Scale (Course):**

**NOTE: Due dates for all assignments are located in COURSE SCHEDULE**

| Percentage | Grade | Percentage | Grade | Percentage | Grade |
|------------|-------|------------|-------|------------|-------|
| 92-100%    | A     | 72-81%     | C     | Below 62%  | F     |
| 82-91%     | B     | 63-71%     | D     |            |       |

**IMPORTANT:** While assignment rubrics will be available, it is important to know that merely meeting the criteria of the rubric will not guarantee a grade A. In order to earn an A, students must do an A-quality work. Thorough work may reflect that students have done proof-reading, utilized the writing center in order to help one produce a graduate level writing in APA style, the library databases to supplement completion of the assignment (e.g., peer-reviewed journal articles, livestreaming educational media)

**VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES****A. University Expectations and Resources**

**Diversity Statement:** This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

**Academic Integrity:** Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

**Electronic Device Notice:** As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

**Laptop/PDA Policy:** Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

**Class Visitor Policy:** Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

**E-mail Policy:** You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

**Accommodations:** Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.



**Commitment to Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students:

<http://www.winona.edu/diversity/estatement.asp>.

## B. Graduate Student Resources

**General Information:** Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,  
([www.winona.edu/rochester/](http://www.winona.edu/rochester/)):

RCTC Counseling Center, UCR Room SS133; 285-7260  
([www.rctc.edu/counseling\\_career\\_center/](http://www.rctc.edu/counseling_career_center/))

UCR Learning Center, UCR Room AT306; 285-7182

**Counseling Services:** Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

**Other Support Services:** WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here:  
<http://www.winona.edu/diversity/22.asp>.

**UCR Learning Center – Rochester:** For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

**Writing Center - Winona:** The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

**Student Grievances:** Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

**CED 622 - FAMILY SYSTEMS THEORY****Course Outline: Spring 2021**

**Note: Schedule is subject to change as course progresses. All readings and video-viewing are required. An additional video may be added.**

| Week                  | Topic/Readings & Videos  | Assignment Due                               |
|-----------------------|--|--|
| Week 1<br>1/11 -1/16  | <b>Class Introduction</b>  | Read syllabus<br>Obtain the textbooks        |
| Week 2<br>1/17 – 1/23 | <b>Nichols &amp; Schwartz (N &amp; S)</b><br>pp. xi: The Stages of the Family Life Cycle<br>pp. xii-xvi: Major Events in the History of Family Therapy<br>Ch 1: Evolution of Family Therapy and Early Models<br><br><b>Video</b><br>"Whither Family Therapy: A Jay Haley" (Triangle Productions, 1997) from Alexander Street Video   | Review test 1 due by 11:59pm on Sunday, 1/24 |
| Week 3<br>1/24 – 1/30 | <b>N &amp; S</b><br>Ch 2: Basic Techniques of Family Therapy<br>Ch 3: Fundamental Concepts of Family Therapy (Systems Theory)<br><br><b>Genograms: Assessment and Intervention (Genograms)</b><br>Ch 1: Mapping Family Systems<br>Ch 2: Creating Genograms<br><br><b>Video</b><br>"Family Matters: Dr. Murray Bowen's Original Family Study Project (Nov. 13, 2016)" from YouTube  | Review test 2 due by 11:59pm on Sunday, 1/31 |
| Week 4<br>1/31 – 2/6  | <b>N &amp; S</b><br>Ch 4: Bowen Family Systems Theory<br><br><b>Genograms</b><br>Ch 3: The Genogram Interview<br>Ch 4: Tracking Family Patterns Through Time and Space<br>Ch 5: Interpreting Family Structure<br><b>Appendix in Genograms</b><br>Part 1: Genogram Format<br>Part 2: Outline for a Brief Genogram Interview<br>Part 3: Genogram Interpretation<br><br><b>Video</b><br>"Multigenerational influences: Family of origin patterns" (Governors State, 1997) from Alexander Street Video | Review test 3 due by 11:59pm on Sunday, 2/7  |

|                               |  |   |
|-------------------------------|--|---|
| <p>Week 5<br/>2/7 – 2/13</p>  | <p><b>Topic on Differentiation</b><br/><b>Anonymous</b> (by Bowen)</p> <p><b>Genograms</b><br/>Ch 6: Assessing Family Patterns and Functioning<br/>Ch 7: Relational Patterns and Triangles<br/>Ch 8: Tracking Individuals and Families Through the Life Cycle</p> <p><b>Videos</b><br/>Three Steps to Differentiating One's Self (Dec. 18, 2018) by Bowen Center from YouTube<br/><a href="https://www.youtube.com/watch?v=TetS0OifzUQ">https://www.youtube.com/watch?v=TetS0OifzUQ</a></p> <p>YouTube: Rabbi Friedman: Video of Differentiation of Self in Leadership<br/><a href="http://www.youtube.com/watch?v=RqdcIjNV-Ew">http://www.youtube.com/watch?v=RqdcIjNV-Ew</a></p>   | <p><b>Basic Genogram due by 11:59pm on Sunday, 2/7</b><br/><b>Take a picture or scan and upload in D2L</b></p> <p><b>Start interviewing family members in order to complete detailed genogram and FOO paper</b></p> |
| <p>Week 6<br/>2/14 – 2/20</p> | <p><b>N &amp; S</b><br/>Ch 5: Strategic Family Therapy</p> <p>Simon (1982). <i>One on One</i> – “Erickson’s Way” &amp; “Interview w/ Jay Haley”</p> <p><b>Genograms</b><br/>Ch 9: Clinical Uses of the Genogram<br/>Ch 10: Family Play Genograms</p> <p><b>Videos (all less than 5 mins)</b><br/>Family Play Genograms<br/><a href="https://www.youtube.com/watch?v=VbaQ_J16vak">https://www.youtube.com/watch?v=VbaQ_J16vak</a></p> <p>Monica McGoldrick Family Therapy Video<br/><a href="https://www.youtube.com/watch?v=wCCc9P9uhP8">https://www.youtube.com/watch?v=wCCc9P9uhP8</a></p> <p>Genograms in Psychotherapy Video with Monica McGoldrick<br/><a href="https://www.youtube.com/watch?v=T0MXxGH33Lo">https://www.youtube.com/watch?v=T0MXxGH33Lo</a></p> <p>Family Systems Therapy with Monica McGoldrick Video<br/><a href="https://www.youtube.com/watch?v=zzY-njtfX-U">https://www.youtube.com/watch?v=zzY-njtfX-U</a></p> | <p>Review test 4 due by 11:59pm on Sunday, 2/21</p> <p><b>Interviewing family members in order to complete detailed genogram and FOO paper</b></p>  |
| <p>Week 7<br/>2/21 – 2/27</p> | <p><b>N &amp; S</b><br/>Ch 6: Structural Family Therapy (Part 1)</p> <p><b>Videos</b><br/>“Constructing the Multigenerational Family Genogram: Exploring a Problem in Context” (Stephen Lerner, 1983) from Alexander Street Video</p>  | <p>Review test 5 due by 11:59pm on Sunday, 2/28</p> <p><b>Timeline due by 11:59pm on Sunday, 2/28</b><br/><b>Take a picture or scan and upload in D2L</b></p>   |
| <p>Week 8</p>                 |  |   |

|   |  |   |
|---|--|---|
| <p>2/28 – 3/6</p>                               | <p><b>Structural Family Therapy (Part 2)</b><br/>                 Simon (1996). <i>One on One</i> - Interview with Salvador Minuchin<br/>                 Lim (2008) "Transformative Aspects of Genogram Work" <i>The Family Journal</i>, 16(1), pp. 35-42.</p> <p><b>Videos</b><br/>                 Structural family therapy example from YouTube<br/> <a href="https://www.youtube.com/watch?v=bOrnOchWXqA">https://www.youtube.com/watch?v=bOrnOchWXqA</a></p>  | <p>Review test 6 due by 11:59pm on Sunday, 3/7</p>  |
| <p>Week 9<br/>                 3/7 – 3/13</p>   | <p><b>N &amp; S</b><br/>                 Ch 7: Experiential Family Therapy</p> <p><b>Experiential Family Therapy</b><br/>                 Simon. <i>One on One</i> - Interviews with Carl Whitaker (1985) and Virginia Satir (1989)<br/>                 Banmen (2002) "Satir Model" <i>Contemporary Family Therapy</i>, pp. 7-22</p> <p><b>Videos from Alexander Street</b><br/>                 "Communication and congruence" (2011)<br/>                 "Becoming more fully human" (2011)</p>  | <p>Review test 7 due by 11:59pm on Sunday 3/14</p> <p><b>Detailed Genogram due by 11:59pm on Sunday 3/14</b><br/> <b>Take a picture or scan and upload in D2L</b></p> |
| <p>Week 10<br/>                 3/14 – 3/20</p> | <p><b>N &amp; S</b><br/>                 Ch 10: Family Therapy in the 21<sup>st</sup> Century<br/>                 Ch 11: Tailoring Treatment to Specific Populations and Problems</p> <p><b>JMFT: Four (4) short articles; Modern vs. Postmodern Debate</b><br/>                 Minuchin (1998). Where is the family in narrative family therapy?<br/>                 Combs &amp; Freedman (1998). Tellings &amp; Retelling<br/>                 *Anderson, H. (1999). Reimagining family therapy: Reflections on Minuchin's invisible family. <i>Journal of Marital and Family Therapy</i>, 25(1), 1-8. doi:10.1111/j.1752-0606.1999.tb01105.x.<br/>                 *Minuchin, S. (1999). Retelling, reimagining, and re-searching: A continuing conversation. <i>Journal of Marital and Family Therapy</i>, 25(1), 9-14. doi: https://doi-org.wsuproxy.mnpals.net/10.1111/j.1752-0606.1999.tb01106.x<br/>                 * HTML Full Text available via the library database. Please access to the journal articles from logging into the Krueger library and copy &amp; paste the citation.</p> <p><b>IAMFC Code of Ethics</b></p> <p><b>Videos</b><br/>                 CC 18 Keynote 06: Attachment, Differentiation, Individuation, and Neuroscience Low Complexity Partners in Couples therapy (Milton H. Erickson Foundation 2018) from Alexander Street<br/>                 Or<br/>                 The New Science of Love and Bonding by Sue Johnson (PESI, 2011) from Alexander Street</p> | <p>Review test 8 due by 11:59pm on Sunday, 3/21</p> <p><b>Interviewing family members is done and strat preparing for FOO paper</b></p>                               |

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| Week 11<br>3/21 – 3/27 | <b>N &amp; S</b><br>Ch 12: Solution-Focused Therapy  | Review test 9 due by 11:59pm on Sunday, 3/28   |
| Week 12<br>3/28 – 4/3  | <b>N &amp; S</b><br>Ch 13: Narrative Therapy   | Review test 10 due by 11:59pm on Sunday, 4/4   |
| Week 13<br>4/4 – 4/10  | <b>N &amp; S</b><br>Ch 8: Psychoanalytic Family Therapy<br>Ch 9: Cognitive-Behavioral Family Therapy | Review test 11 due by 11:59pm on Sunday, 4/11<br><br><b>Theory Description and Application Assignment due by 11:59pm on Sunday, 4/11</b> |
| Week14<br>4/11 – 4/17  | Ch 14 Comparative Analysis   | Review test 12 due by 11:59pm on Sunday, 4/18  |
| Week 15<br>4/18 – 4/24 | <b>Work Week</b><br>Finalize FOO paper.  | <b>Family of Origin Assignment due by 11:59pm on Sunday, 4/25</b>  |
| Week 16<br>4/25 – 5/1  | <b>N &amp; S</b><br>Ch 15: Research on Family Intervention   |  |



**CE 622 01 Family Systems Counseling SP 2021  
Family of Origin (FOO) Assignment Descriptions**

**FAMILY of ORIGIN ASSIGNMENT (250 points total)**

**1. GENOGRAMS (50 points):** In addition to the 12-15-page paper, students will prepare a separate 3-generation genogram of their family of origin and grandparents' generation, addressing information such as ages, occupations, education, religion, physical illnesses, psychological problems, abuse, *exact dates* and causes of death, exact dates of births, marriages, divorces, etc.

**“Exact dates” means day/month/year (if you can obtain that information). This is VERY important since you want to look for corresponding “coincidences” of events that happen close together in you family historical timeline. Use the Genogram book as a guide for this project, and be careful to use the symbols presented in the book.**

There are **2 components** to the genogram section of this assignment:

**(a) A basic genogram (10 points)**

- You must include at least 3 generations (i.e., grandparents, parents, your own generation), **BUT DO NOT INCLUDE YOUR PARTNER’S FAMILY OF ORIGIN.**
- Include basic demographic information (i.e., names, ages, indicate if dead).

**(b) A detailed genogram and symbols legend (50 points)**

- Prepare another copy of the basic genogram above, and ***include relationship lines*** (which should make triangles visible) and other important information as described above (i.e., relationship lines; exact dates of marriage, living together, separation, and divorce, previous marriages and children, affairs, etc.)
- ***Relationships lines should be drawn for all members of nuclear family and for prominent relationships in extended family, and/or important relationships outside the family. A complete genogram provides a visual overview of the family’s relationships, themes, and issues over the three generations.***
- Include specific information regarding illnesses (e.g., Breast Cancer, Stage 3, diagnosed 4/14/04, in remission), caregiving (e.g., who looked after, how, where), exact dates and causes of death.
- Include religion, race, ethnicity, occupations, grades in school, addictions, abuse, psychological problems, births, miscarriages and abortions, and any relevant information, and as you will be discussing in your paper.
- Please use correct symbols and include symbols legend. **Symbols Legend:** On one corner of the genogram, you prepare a legend that identifies all of the symbols you utilized in your genogram, as per the Genogram book.

**You will be graded** on (1) the completeness of information provided, and (2) the

accuracy, neatness, clarity and thoroughness in using genogram symbols and format.

**2. TIMELINE with Two Columns (10 points): This has two parts.**

- (a) First:** Prepare a timeline of **major, important events over the course of your family in the past 3 generations** (grandparents, parents, and your generation). Major events might include births, marriages, separations and divorces, major illnesses or disabilities, deaths and other losses, educational and occupational achievements/milestones, crises (e.g., bankruptcy, loss of employment, being perpetrator or victims of violence or crime, etc.), and difficult times. NOTE: Such inquiries on familial events are often conducted whenever a counselor sees an individual client, a couple, or a family; however, it is very important to be aware of clients in the larger context across time.
- (b) Second:** Include the **major socio-cultural-political world and U.S. events that correlate to your family's timeline. For example, you might include some of the following if they occurred during the development of a family member.** (i.e., WWI; Jesse Owens; the Olympics and Hitler; WW II; the Holocaust; the Stock Market Crash and the Great Depression; Palestian-Israel conflict; Israel becomes a state; Pearl Harbor; "Rosie the Riveter;" Normandy Invasion; US drops atomic bombs on Japan; United Nations formed; Korean War (which never ended, just reached armistice); Jackie Robinson breaks MLB color barrier; 1948-Truman ends segregation in military; McCarthy hearings; Sputnik, 49<sup>th</sup> & 50<sup>th</sup> states; Cold War; Bay of Pigs; assassinations of Kennedy and Martin Luther King; Vietnam War; 7-Day Israel War; Kent State Shootings; Watergate and Nixon resigning; 1<sup>st</sup> walk on the moon; Oil Embargo (1967; 1973); Feminist Movement; Alaskan pipeline built; Ferraro-1<sup>st</sup> woman to run for Vice-President; Fall of Berlin Wall (Regan [1989]: "Mr. Gorbachev, Tear down that wall!"); Tiananmen Square Protest in Beijing (1989); Mandela-Nobel Peace Prize (25 years in Solitary Confinement); 1<sup>st</sup> US War in Iraq; 1<sup>st</sup> World Trade Center bombing (1993); Clinton impeached; 9-11 Attack on US; Wars in Iraq and Afghanistan; 2005 Katrina, Obama; 1<sup>st</sup> Black President and re-election; banking and financial crisis worldwide; Gulf oil spills; North Korean attack on South Korea; Downgrading of America's credit rating; Financial crisis in Europe; Iranian threat to US, and so forth. (These are not necessarily in the correct order.)

Example of Dr. S: Dr. S's paternal grandfather served in the Army in WWI. Dr. S's father served in the army in WWII. After Pearl Harbor, he lied about his age and forged his mother's signature to join the Army. Dr. S's father instilled in Dr. S a great patriotism, so these events greatly affected Dr. S. Dr. S's Grandson has joined in the Marine's went to three tours in Afghanistan. Dr. S's whole family is very proud of him. Dr. S's family moved on the day President Kennedy was shot, and Dr. S's remembers clearly how the entire nation mourned on that day. 9/11 occurred the day of Dr. S's second semester teaching at the university from where Dr. S retired after 20 years of teaching. At that time, Dr. S's could not reach the spouse for two days, which changed Dr. S's life because of the vulnerability Dr. S had never



felt before. However, to Dr. S that time and recovery after 9/11 strengthened the nation's patriotism for a time, and it brought Dr. S's family closer together.

**As you see from the above example, you could briefly list the impact these events had on your family under the family member's name. See the format example (Alice Fawcett) below.**

**Please start your Timeline** with the birth of your earliest family member of record up to the present day, and discuss how major US/world events did or might have influenced your family. To do this, **first raise these issues when you interview family members**; then look at possible correlations between world and/or national events and family events to see if you recognize any possible "coincidents." For example, Dr. S had a great aunt who was a hoarder of cases of food in her old age. Was it a "coincidence" that she survived a tornado that killed her mother, and was then sent at the age of 2 to an orphanage—all during the Great Depression?

**Note: These are just examples and not an exhaustive list.** You need to research and **greatly expand this list**, going back to significant events around the time of your grandparents' births and births of the rest of the family members. (See Genogram book for format options) **NOTE: Include major world and US events, even if the years do not directly correlate with a major event in your family because they still provide a context in which your family development occurred.**

- Important question to keep in your mind as you work on this assignment.  
**Why is it important we know history, and how our family developed within a particular socio, political, economic context of history?**

**FORMAT EXAMPLE (Sample of Alice Fawcett):**

**WORLD/US TIMELINE**

1921 "Roaring Twenties"  
 1923 Great Kanto earthquake  
 1924 The Indian Citizenship Act  
 1926 Rt 66 connects Chicago & LA  
 The first SAT administered to HS students  
 1928 Hoover wins  
  
 1929 Stock Market crash  
 1930 Beginning of Great Depression  
 1932 Roosevelt became the POTUS  
 1935 SSS Act / Wealth Tax Act signed into law  
  
 born

**FAMILY TIMELINE**

1925 Alec Martin (Mat. Grandfather) born  
  
  
  
 1932 Alice Fawcett (Mat. Grandmother)  
  
 --Always worried about money

Please put your name on genograms and timeline.

**COMMENT:** *The grading of this paper is based on demonstrating your knowledge of transgenerational therapy--not on how much you reveal about your family. You are encouraged to reveal as much or as little personal information as you would like. For example, if you are writing about triangles you may write about your father and brother bringing your mother's mother into their fights (triangling), but you do not have to write (unless you choose to do so) what the fights are about. The information in your paper is confidential unless you report that someone who is currently under the age of 18 is being abused or there is a suspicion of abuse (or any other reportable information potential harm to self or others).*

**3. PAPER (150 points).** Students will **interview key family members** (from *both* sides of the family) and write a 12-15 page (not including title, abstract, reference page, or detailed genogram) transgenerational paper that analyzes their families of origin from a **Bowen Family Systems Theory** perspective. (*Please do not discuss any other theories in this paper.*) **This paper must be in strict APA style.**

Be sure your title page, margins, spacing, and reference page are all formatted correctly according to APA style. You will lose points for incorrect formatting, citations, and references. Same for grammar, punctuation, or spelling errors.

Students are encouraged to change family names and use the Writing Center early enough to do changes and resubmit it for more feedback (please have them copy the instructors on the feedback emails you receive). Use spell/grammar check, read the paper out loud, ask someone else to check it, and plan on doing several revisions along the way.

Note: The focus of the paper is on family relationships as analyzed through the lens of Bowen's transgenerational theory. You are encouraged to refer to the readings from the course as well as other academic and professional sources.

Be sure to define and discuss key concepts, such as triangles, fusion and cut-offs, levels of differentiation, generational transmission process, pattern seen within and between generations (e.g., of cut-offs, abuse, divorce, etc.).

**Before doing the interview: Please read the chapter(s) in McGoldrick et al.'s Ethnicity in Family Therapy (3<sup>rd</sup> Ed.) book (available via the library database) that pertain to your own race(s)/ethnicity(ies).** If your parents/grandparents are from different races/ethnicities, you will need to read more than one chapter. For example, if your background is primarily German, Dutch, and English, you would want to read those 3 chapters. **You might find it interesting to discuss with your family what you read, and what they agreed with or disagreed with in terms of how it "fit" with your particular family of origin.**

In your paper, include a discussion of your family's **ethnic/racial background** and how this impacted each generation, the **immigration/migration story** of your ancestors (if known), what were the roles, family myths and secrets that were held.

**You must cite the chapter(s) from McGoldrick et al.'s Ethnicity text that you read in your text and on your reference page.** See your APA manual, The Owl at Purdue, or APA style blog for correctly cite an edited book. You must also cite the text or any other material you use to introduce Bowenian concepts. You are encouraged to revisit the readings and videos from the course.

Note: For this paper the three generations should focus on you and your relationships in the family you grew up in (generally your parents), and your grandparents' generation—not your relationships with your spouse/significant other and your children, although they should be included in the genograms. Therefore, it is your grandparents, your parents, and you and your siblings.

***In this paper be sure to:***

- Include a brief section summarizing family history and patterns seen across generations, as well as family patterns of strengths and challenges. The majority of the paper should address the following concepts, which you should briefly explain before applying these Bowenian concepts to your own family.
- Triangles (within a generation and across generations)
- Levels of differentiation in key family members
- Fusion and emotional cutoffs
- Transgenerational themes that emerge
- Issues regarding race, ethnicity, culture, gender, socioeconomic class, migration or immigration, religious/spiritual beliefs, illness and loss, resiliencies and strengths, all as related to transgenerational concepts.
- Discuss what you learned about your family and your self from this assignment, and what aspects of the readings from the Ethnicity and Family Therapy text resonated or did not resonate with your family
- What it was like for you to do this assignment including reactions of family members to being interviewed.

**Writing:** Writing is an essential skill at the graduate level. **All papers must be computer-generated (this includes the time-lines, not genogram), double-spaced, follow APA 7<sup>th</sup> Edition format, and be free of grammatical, spelling, and punctuation errors.** Poorly written papers that are not well organized and/or difficult to understand will receive low grades or you may have to re-write the paper. Please make use of the WSU writing lab in the early drafts of your paper so you have adequate time for revisions. Then ask several people to read it and offer suggestions.

**APA Style:** Students are required to use the APA manual, most recent edition (other sources of information may or may not be accurate.) Points will be deducted if you paper is not in strict APA style. While students are encouraged to make a good use of the WSU

writing lab, please note that not all writing tutors are sufficiently trained with the APA style writing but they might be an expert of other writing style; thus, it is your responsibility to make sure your paper adheres to APA format correctly. Please refer to the APA style writing manual, Purdue OWL, or APA style blog.

Title page: Please include your name, course name and number, term, date and the title of the assignment.

**Papers which do not meet these requirements, or which are turned in late, will receive a lower grade (1 grade lower for each week a paper is late), or will be returned ungraded. Students are strongly encouraged to use the WSU writing lab to help to avoid a lowered grade on written work. No work is accepted after the last class.**

**Writing Lab.** The writing lab will help with writing style, but they are not always correct with APA. However, it is still the student's responsibility for the final format of the paper, content, grammar, and writing style. It is highly suggested that you do not solely rely on the writing lab. Students are encouraged to use a good grammar handbook and ask someone with good writing and APA skills to proof your papers. *After* students have documentation you have first utilized the above resources (both the writing lab and at least two readers who have given you feedback, which you have incorporated in subsequent revisions to your paper, they may turn in rough drafts of their papers for the instructor's review.

**PLAGIARISM STATEMENT:** *The following acts are examples of plagiarism:*

- 1) Handing in an assignment that someone else has written and claiming the work as your own.
- 2) Handing in an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without documenting the source(s) for each portion of the assignment not written by you.
- 3) Handing in an assignment that includes any material copied word for word from a source without the appropriate use (according to APA, 7<sup>th</sup> Edition) of quotation marks and page numbers.
- 4) Handing in an assignment that incorrectly cites secondary sources rather than primary sources (e.g. if you read something in a textbook and they cite the original source you either need to go read the original source or cite the primary source as "as cited in" and then put the secondary source: See APA Manual).
- 5) Handing in an assignment that contains paraphrased ideas from another source, published or unpublished, without documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

6) “Someone else” in the three statements above may refer to a published author, another student, an Internet source, or any person other than the student claiming credit for the assignment. Even if the work is by the same author for the document being turned in, if the work was for a previous or other course, it should be documented as such.

7) “Documenting” means providing the name of the author, the source you have used, and other relevant bibliographical information such as addresses for web sites used as sources. If you do not know how to document sources within your paper, please refer to the *Publication Manual of the American Psychological Association*, 7th Edition.

**IMPORTANT:** Papers that contain plagiarized material will be given a grade of zero and you will fail the course. Students who engage in plagiarism may also be subject to disciplinary action. See student handbook. **If you are unsure about any of this, please ask the instructor prior to submitting your paper.**

### **Recommended Videos (more available in WSU library)**

1. Structural: Any videos of Minuchin working with families (e.g., “Unfolding the Laundry,” “From Maid and Court Jester to King and Queen,” “Anorexia is a Greek Word)
2. Structural FT: Harry Aponte: Reference: RC488.5 .S879x1998 & Reserve: ye 586
3. Bowenian FT: Phil Guerin: Ref: RC488.5 .B68x1998 & Res: ye588
4. Satir: Any videos of her counseling sessions
5. Satir - Experiential: Jean McLendon: Ref: RC455.5 .S27x1999
6. Whitaker – Experiential: Any videos of his counseling sessions
7. Solution Focused: Any videos by Steve deShazer or Insoo Kim Berg
8. Solution Focused: Bill O’Hanlon: Reserve: ye585
9. Narrative FT: Any videos of Michael White’s sessions
10. Narrative FT: Steve Madigan: Ref: RC488.5 .N37x1999 & Res ye611
11. Feminist FT: Cheryl Rampage: Ref: 488.5 .F45x1999
12. Culture-Sensitive FT: Mary Arnold: Ref: RC488.5 .C84x1999 & Res: ye610

### **Examples of Family Therapy/Counseling and Related Journals**

- \*American Journal of Family Therapy
- \*Australian and New Zealand Journal of Family Therapy
- \*Contemporary Family Therapy
- \*Family Process
- \*Family Relations
- Family Therapy News
- Journal of Child and Family Studies
- Journal of Child Maltreatment
- Journal of Collaborative Therapies
- Journal of Couple and Relationship Therapy
- Journal of Family Counseling

Journal of Family Psychology  
\*Journal of Family Psychotherapy  
Journal of Family Therapy  
Journal of Feminist Family Therapy  
Journal of Gay & Lesbian Psychotherapy  
\*Journal of Marital and Family Therapy  
Journal of Systemic Therapies  
Progress: Family Systems Research and Therapy  
\*Psychotherapy Networker  
Sexual and Marital Therapy  
\*The Family Journal

\* = *Especially relevant for this course*